

# THE CHALLENGES IN IMPLEMENTING AUTHENTIC ASSESSMENT IN CURRICULUM 2013

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**Abstract:** Curriculum 2013 requires educators to apply authentic assessment as a method of educational measurement. Authentic assessment is an evaluation process involving multiple forms of student's performance on instructionally-classroom activities. This assessment contributes to the development of the effective classroom measurement. It encourages students to be more active and helps teacher reflect on their teaching and improve the instruction. Conversely, applying this method effectively is quite challenging. Indonesian schools tend to have big classes with limited time of teaching. Furthermore, managing time, ensuring curricular validity and minimizing teacher bias and subjectivity are the crucial problems in applying this method of assessment. Additionally, this paper will theoretically, expose the problems in implementing of authentic assessment to search for possible strategies in minimizing them. Exploring the related theories of the authentic assessment and the curriculum 2013 will inform English teachers about how classroom assessment should be enacted properly.

**Keywords:** *authentic assessment, implementation, curriculum 2013*

## Introduction

Curriculum is a fundamental part of educational program. It provides educators planned and structured framework of an instructional design to achieve particular educational goals. In 2013, the Ministry of Education and Culture published the curriculum 2013 to refine the implementation of KTSP. The Curriculum 2013 used to improved religious tolerance as education should not only make people smart but also to train Indonesian to be mentally tough, physically healthy, tolerant and willing to live in harmony with others with different religions, race and tribes. One of the significant alteration in curriculum 2013 is the use of new method in assessment. Based on *Permendikbud* No. 81a 2013, teachers are demanded to implement authentic assessment as the method of assessing the students' competence. The implementation of authentic assessment is expected to be able to improve the quality of formative assessment during the process of learning English. However, implementing authentic assessment requires the English teacher to be skillfull since there will be many problems that are probably will be faced by them.

## Authentic Assessment

According to O'malley & Pierce (1996) authentic assessment is the multiple forms of assessment, that reflects students' learning motivation and attitudes on instructionally-relevant classroom activities. Particularly, in implementing the authentic assesment, teacher should apply some criteria which related to the activities of constructing knowledge, observing, trying new concept and student's achievement outside the school. This kind of assessment is highly relevance with the implementation of curriculum 2013 as its ability to describe the progress of students performance such as in observing, reasoning, trying and net-working. The tendency of authentic assessment in the use of contextual and complex tasks enables students to show their more-authentic competences.

### 1. Types of Authentic Assessment

According to Feuer & Fulton, there are numeruos types of authentic assessment used in classroom today (1993). Teacher can select from a number of option to meet specific purposes or adapt approaches to meet instructional and students needs. However, Curriculum 2013 demand teachers to apply four kinds of authentic assessment. Those are performance assessment, portfolio assessment, and project assessment.

#### a. Performance Assessment

Performance assessment is assessment tasks that require students to construct a response, create a product or demonstrate application of knowledge. A performance assessment (a) requires students to create a product or demonstrate a process, or both and (b) uses clearly define criteria to evaluate the quality of student's work. It demand students to do something with their knowlege, such as make something, produce a report or demonstrate a process.

#### b. Portfolio Assessment

Portfolio assessment is a purposefull colection of students work that is intended to show progress over time (O'malley & Pierce, 1996). The portfolio may includes samples of students works, usually selected by the

students, or by the students and the teacher to represent learning based on the instructional objectives. Portfolio assessment can also be defined as a continuous assessment process based on a set of information that show the development of students' competence in a certain period of time (Permendikbud No. 81a Tahun 2013). Basically, portfolio assessment assesses students' works individually in a certain time toward certain subjects. At the end of the period, the students submit the work which will be scored by the teacher. Based on the information of the students' progress, teacher and student themselves do some improvement. As the result, portfolio can indicate the students' progress through their work such as writing letter, composing poem or designing an advertisement.

### c. Project Assessment

Project assessment is activities of assessing students' tasks which have to be finished within a period of time. The tasks are in the form of investigation starting from the planning, data gathering, organizing, data analysis and data presenting. Project assessment can be used to know the students' understanding, their ability in applying, and their ability in informing toward a certain subjects.

Students may complete a project on specific topic and or exhibit their work. A project can include displays or models of buildings or objects appropriate to an instructional setting, role-plays, simulation, artistic creation, videotaped segment, charts, graphs, tables, etc. A project may be conducted individually or in small group and is often presented through an oral or written report. Project presented orally can be reviewed by a panel of judges rating the content presented, its organization and or the language used. Teachers often ask students to develop a presentation on a particular historic period and to generate drawing and written product appropriate to the period. This approach may be effective when English language learners are taught to communicate step by step procedure or project description that are supported by diagrams or realia.

## 2. Designing Authentic Assessment

The complexity of changing the assessment approach in school resulting from the implementation of curriculum 2013 warrants a multi-step planning procedure that brings teachers and school together with parents and administration. Participation in the process for developing authentic assessment is an important way to gain the cooperation and commitments of those who need to be involved in the assessment. Baker (1993) suggested to use eight steps in for planning and developing authentic assessment.

- a. Build a team
- b. Determine the purpose of the authentic assessment
- c. Specify objectives
- d. Conduct professional development on authentic assessment
- e. Collect examples of authentic assessment
- f. Adapt existing authentic assessment or develop a new one
- g. Try out the assessment
- h. Review the assessment

## 3. The Technique of Scoring Authentic Assessment

The scoring of authentic assessment should always be defined before the exercises and assessment procedures are developed. According to Nitko (2001) rubrics, checklist, and rating scales are the most frequently technique used in scoring authentic assessment.

### Rubrics

Rubric is scoring guide, consisting of specific pre-established performance criteria, used in evaluating student work on authentic assessments (Mertler, 2001). Rubrics are typically the specific form of scoring instrument used when evaluating student performances or products resulting from a authentic task. There are two types of rubrics: holistic and analytic. A **holistic rubric** requires the teacher to score the overall process or product as a whole, without judging the component parts separately (Nitko, 2001). In contrast, with an **analytic rubric**, the teacher scores separate, individual parts of the product or performance first, then sums the individual scores to obtain a total score (Moskal, 2000; Nitko, 2001).

## The Challenges in Implementing Authentic Assessment

Whether authentic assessment are designed by individual teacher or by school districts, a number of difficulties will emerge that need to be addressed concerning the assessment in general and the use of assessment with English language learners. These includes the purpose of assessment, fairness and grading (O'Maley and Peirce, 1996).

### a. Purpose

The purpose of authentic assessment with English learners can include identification, placement, reclarification, and monitoring students' progress. The first three purpose involve extremely important decisions

that affect whether or not English language learners receive special language based instruction, the type of instruction, and the duration over which the instruction continues.

For this reason, the assessment should be conducted accurately and reliably, and multiple assessment should be used to ensure that the decisions made are consistent with all that is known about the students. The decision should be based on the combination of formal language proficiency testing, subject area assessment, and record of classroom performance.

Assessment conducted by individual teachers to monitor students progress or to plan instruction can be less formal because high stakes are not involved. Such assessment may not have to meet the highest standard of inter-rater reliability to be useful and could include observation and anecdotal records. Authentic assessments are often used to monitor students progress as well as for grading.

#### **b. Fairness**

All students taking authentic assessment should have reasonable opportunities to demonstrate their expertise without confronting barriers. English language learners should be provided opportunities to learn and to demonstrate their mastery of material under circumstances that takes into account their special needs.

Not all problem with fairness in using multiple choice test with English language learners are solved by shifting to authentic assessment. In fact, some new difficulties might be introduced. One problem is that the performance called for in authentic assessment is often highly language-dependent, either oral or written. English students might be at disadvantage in responding to these types of questions, depending on their level of proficiency in English, a second problem is that the responses involve complex thinking skill. Many of these students have not had the opportunity to learn how to express thinking skills in the English because they are continually exposed to curricula that focus on basic skills in the English language. Third, authentic assessments are often used to measure students knowledge in depth in a particular area. English students who have had limited opportunities for exposure to the full of curriculum might easily find the knowledge and skills that they do possess missed altogether. And finally, the use of authentic assessment might exacerbate the problem mentioned above with culturally unfamiliar content. Authentic measures usually ask a small number of questions about applications of knowledge to a single theme rather than ask a larger number of question about a broad range of topics. If the content related to the single theme is unfamiliar, students may be unable to respond to any of the questions contained in the assessment.

One of the ways to address the concern about the excessive dependence of performance assessments on language is to provide the students with opportunities to respond in other ways. Students can respond by drawing pictures or diagrams, making semantic map of the structure and concept in textual materials, and giving shorter answer than the conventional extended response call for in some performance assessment.

#### **c. Grading**

Report card grades are important part of the communication among teachers, students and parents (Stiggins, 1988). Grades have two basic purposes in the classroom: to reflect the students accomplishment and to motivate students. While grades can indicate the level or rank order of students performance, there are question about the success in serving and incentives for students to exert greater effort. Teachers always comments that not all students see grades as motivating (1989). Grades are extrinsic motivators and are often contrasted with intrinsic motivation derived from self-determined criteria, as in learning out of interest and self-created goals.

The people with assigning grades are even more evident with group grades. Group grades are typically an attempt to grade the final product of students teams who work on a project, essay or presentation. Group grades can undermine motivation because they do not reward individual work or hold individual students accountable. The performance of a single person can lower the group grade, thereby undermining the motivation of high achieving students and rewarding low performers who are fortunate to have high achiever on the team. In this sense, the group grades is due to process outside the control of the high achieving students. Students need to know that they and other students are individually accountable for their work.

The introduction of authentic assessment to accompany more innovative forms of instruction expands considerably the alternative that can be used to established classroom grades. Teachers using authentic assessment evaluate students on representation of classroom performance that include reports, projects, group, work and so on. With authentic assessment, integrative knowledge and complex thinking can be assessed beyond simple knowledge of isolated pieces of information, and the processes by which students derive answers can be assessed as well. In authentic assessment, student performance is often rated using scoring rubrics that define the knowledge students process, how they think, and how they apply their knowledge.

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